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Are Teachers Happy? A Correlational Study Of Emotional Intelligence And Psychological Well-Being

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Abstract

Teachers, alongside their fellow students, are essential entities in educational institutions and have a profound influence in the process of shaping the younger generations. The taxing demands of the job, coupled with the mental pressure, including stress, fatigue and depression, have led to a growing number of psychological ailments within the teaching profession. It is crucial to explore the determinants for teachers' psychological well-being, to ensure that they are equipped with effective coping mechanisms to deal with these work issues. In this research, the author aims to determine the level of emotional intelligence, as well as the psychological well-being of secondary school teachers. Furthermore, this research also intends to ascertain the connection between emotional intelligence and psychological well-being, and investigate the predictors for psychological well-being for teachers. To achieve these objectives, a correlational study by conducting a survey has been done using the Malay version of the Schutte Self-Report Emotional Intelligence Test (SSEIT) and Ryff Psychological Well-Being Scale (RPWB). This study was carried out in five schools involving 328 teachers which resulted in a significant relationship between emotional intelligence and psychological well-being. Simultaneously, mood regulations are the best predictor for psychological well-being among secondary school teachers. This research leads to a broadening of new dimensions of psychological well-being in education and affiliated institutions. By examining teachers' psychological well-being and the factors contributing to it, more interventions and approaches can be revised and introduced to increase teachers' job satisfaction and work-life balance.

Keywords: Psychological Well-being, Emotional Intelligence, Teacher Happiness, Work-life Balance, Workplace Pressure

Introduction

Well-being is defined as perceived opinions on the quality of life and emotional conditions, ranging from depression to joy (Diener et al., 2009; Frey & Stutzer, 2010). A person's well-being has also been expressed as the experience of feeling healthy, happy, and content (Davis, 2019). This involves developing positive mental health, a strong level of satisfaction with life, a sense of purpose or meaning, and the ability to cope with stress. In more specific terms, well-being is both the state and perception of feeling well. On the other hand, psychological well-being is mostly referred to as positive mental states or a state of being happy or satisfied.

Since health does not simply refer to a lack of sickness or the absence of chronic disease, it is also a healthy condition of

complete physical, mental, and social well-being (Sartorius, 2006). A secure working environment, built around safe parameters and conducive to health-promoting outcomes, are also part of an individual's fundamental needs (Burton, & World Health Organization, 2010). That being said, maintaining a person's well-being is also as important as maintaining an individual's health status.

Stress and work pressure undeniably influence a teacher's well-being (Lever et. al., 2017). Work-related stress results from job expectations and pressures or constraints that do not fit with their skills and competencies, threatening their ability their coping mechanisms (Skaalvik & Skaalvik, 2015). Stress happens in a diverse range of work environments and tends to worsen when employees perceive that they have minimal guidance and support from colleagues and superiors, and little autonomy over work processes (Bhui, 2016). Misinterpretation regarding pressure, work struggle and stress are often used to justify weak working management routines.

Emotional intelligence is characterised as a person's competencies to understand feelings, manage and produce emotions in order to express opinions, identify feelings and emotional consciousness, and constructively control emotions in order to encourage intellectual and emotional development (Mayer and Salovey, 1997). Emotional intelligence, in particular, is also defined as a collection of interconnected abilities which enable people to comprehend emotionally relevant information efficiently and precisely (Mayer, et.al., 1999). Meanwhile, the revised definition by Mayer is "the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer et al., 2008). On the other hand, Serrat (2017) defines emotional intelligence as "ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and groups".

Emotional intelligence can be divided into three categories: the measurement and interpretation of emotion, the control of emotion, and the use of emotions in problem-solving. Emotional intelligence can be defined as the skill, potential, capacity, or self-perceived ability to recognise, evaluate, and control his or her own emotions, as well as others' (Serrat, 2017). Those with a great extent of emotional intelligence understand themselves extremely well and possess the ability to feel other people's emotions. They are amiable, powerful, and confident.

Emotional intelligence is often characterised as being intellectually capable of comprehending things related to emotions. It can also be viewed as having at least three specific capabilities which are; i) effectively expressing feelings and emotions through instantaneous expressions and cultural commodities; ii) recognising emotions and principles for emotional regulation to comprehend the process and complexities of emotional experiences; iii) learning how to use and manage emotions. (Elfenbein & MacCann, 2017).

Meanwhile, psychological well-being is one aspect of well-being and plays a significant role in managing a person's stress and work-life conflicts. In an article by Ryff and Keyes (1995), they stated that well-being, as a concept, is hard to define due to its ambiguous nature, and the lack of theory-based concepts. Ryff (1989) defined psychological well-being as emphasising life satisfaction and happiness, or a generalised feeling of joy.

Previous research revealed that working individuals with a higher level of emotional intelligence had demonstrated greater satisfaction of life, higher self-esteem and self-acceptance than those with a lower level of emotional intelligence (Carmeli et. al., 2009). Meanwhile, Ahmadi et al. (2014) has reported on how emotional intelligence has a considerable favourable impact on employees' psychological well-being in a prior study. Another study, on the other hand, found

a strong positive relationship between emotional intelligence and psychological well-being among secondary school students in Aligarh, India. (Shaheen & Shaheen, 2016).

Despite the plethora of research that demonstrates the correlational relationship between employees' emotional intelligence and their psychological well-being, limited attention has been given to teachers' emotional health, especially in the secondary public-school teacher population in Malaysia. Besides that, limited work of literature has focused on the influence of the dimensions of emotional intelligence on teachers' psychological well-being. So this study has been conducted to explore the gap in the literature and gain new insights into the relationship and influence of emotional intelligence on the psychological well-being of public school teachers.

First and foremost, teachers play the most critical role in the education system, providing high-quality education to the community. It is thus essential to ensure that teachers' needs and well-being are being taken care of. Hence, this study may act as a guide for educational organisations or school managements to provide a more emotionally conducive environment in schools and prioritise teachers' work satisfaction.

Besides, this study can act as the reference point for other research related to teachers' work satisfaction or psychological well-being. This study may help other researchers to better understand the mechanisms of how emotional intelligence may positively contribute towards psychological well-being, especially among the teaching population. It could also allow counsellors to gain a better understanding of teachers' psychological issues and explore the contributing factors to teachers' psychological well-being.

Objectives

In this research, the author intended to explore the level of emotional intelligence and the psychological well-being of secondary school teachers. Moreover, the aim was also to determine if there is a significant relationship between these two key aspects which are emotional intelligence and psychological well-being among the teachers. The predictors for teachers' psychological well-being have also been studied and analysed in this research. Therefore, the research objectives for this paper are:

1) To determine the level of emotional intelligence and psychological well-being among secondary school teachers in Kuala Terengganu.
2) To determine the relationship between emotional intelligence and psychological well-being among secondary school teachers in Kuala Terengganu.
3) To discover the predictors for psychological well-being among secondary school teachers in Kuala Terengganu.

Literature Review

Salovey and Mayer (1990), who had first introduced the terms 'emotional intelligence', suggested that emotional intelligence comprises three types of adaptive skills: emotional recognition and presentation, emotional regulation, and emotional use in problem-solving. A person with high emotional intelligence is an individual who is conscious of his or her feelings, and is also capable of judging others' feelings and expressing this quality in his or her actions, and when interacting with others. He or she should be able to control his actions and overcome issues regarding their own emotions (Salovey & Mayer, 1990). They had also proposed a modified definition of emotional intelligence in 1997 which focuses exclusively on the cognitive aspects of emotional intelligence. This revised version also conceptualizes emotional intelligence in contexts of intellectual and emotional potential for growth. They proposed a revised model of emotional intelligence which includes the following four dimensions: i) Emotional awareness,

evaluation, and expression; ii) Emotional facilitation of thinking; iii) recognizing, assessing, and using dynamic information; iv) constructive emotional regulation for further emotional and intellectual development. Following that, after comparing a few emotional intelligence theories and models, Schutte et al. (1998) reportedly chose the original model of Salovey and Mayer (1990) to be theoretically cohesive and comprehensive. This model then becomes a basic model for a self-report measure of emotional intelligence that includes four dimensions: Mood Regulations, appraisal of emotions, utilisation of emotions, and social skills.

Meanwhile, one study shows that emotional intelligence can influence achievement because it represents how a person applies information obtained to the situation at hand. Put another way, having common sense and being equipped with a readiness to get along in the universe is one definition of emotional intelligence (George, 2018).

The teacher plays a vital role in imparting knowledge and moulding the character of the children under their care. There are countless times where subject mastery, teaching skills, teaching style, teachers' personality, adaptability, rapport with students, communication skills, and empathy have influenced the teaching and learning process significantly. Previous literature has indicated that emotional intelligence has a significant impact on the teacher′s job performance (Asrar-ul-Haq, 2017; Wahyudi, 2018).

Bansibihari and Pathan (2004) have argued that the level of emotional intelligence among teachers is well below standard. On the other hand, few studies have indicated a high or average level of teachers' emotional intelligence (Edannur, 2010; Hans et al., 2013). However, it was also found that many emotionally intelligent teachers do not necessarily utilize their skills in the classroom setting.

On the other hand, there are many opinions from previous psychologists about the definition, theory, and measurement of happiness. These three aspects have been debated over the years, and are still currently being discussed. However, psychological well-being is being closely associated with the state of feeling happiness. Psychological well-being is described as flourishing towards excellence that further reflects one's best abilities (Ryff & Keyes, 1995). This implies that people will generally have strong positive feelings and will be happy and content throughout their lives. Furthermore, psychological well-being also conveys the meaning of a state of well-being associated with self-acceptance, purpose in life, environmental mastery, autonomy, personal growth, and positive relations (Ryff, 1989).

Psychological well-being is multidimensional and is defined in many forms (Diener et al., 2010; Huppert & So, 2011). Generally speaking, a psychologically well-adjusted person would be satisfied with his overall quality of life. This could extend to such spheres as family life or work occupation. Moreover, such an individual can have optimal positive functioning, by having autonomy, meaning and purpose in life.

Stress caused by work conflict sometimes causes symptoms such as fatigue, exhaustion, and sleep problems. These in turn negatively impact overall well-being, causing a harmful or depressive effect on mental health. Interestingly, there are a few perspectives that suggest that workplace tension is psychologically healthy. This offers people the opportunity to experience a sense of accomplishment and satisfaction, which are both essential for psychological well-being at a higher level.

In one of the recent research studies, secondary school’s principals have observed a significant negative correlation between perceived occupational stress and psychological well-being. This indicates that psychological well-being is significantly impacted by workplace pressure, which causes multiple adverse effects and negatively affects the performance and efficiency of the institution (Suleman et al., 2018). Besides, from recent Australian studies, it has been reported

that teachers' well-being and health represent their level of professional satisfaction, and whether or not they like their job and the tasks assigned within the parameters of their position (Jones et al., 2017). In fact, in recent years, the well-being of educators is gradually becoming the main focus of the professional obligation for those providing education and services for children (Cumming & Wong, 2018)

Previous research has reported a significant positive impact of emotional intelligence on life contentment and happiness, both elements present in a more specific framework of well-being (Sánchez-Álvarez et. al., 2015). Emotionally competent teachers are flexible and can better manage and navigate their relationships with students. They also tend to be more successful in organizing and structuring their work and preserving life. In response to stress, they are resistant and less likely to swoop down with cynicism and strong negative emotional states on their own (George, 2018). This helps teachers to cope with work-life conflicts and maintain an optimal level of psychological well-being.

Method

Research Design

The research design for this study is a correlational study. The researcher chooses a survey method to collect the data. The researcher has gathered the data for this study by using self-report questionnaires which been given to the respondents in an attempt to evaluate and analyze their emotional intelligence and psychological well-being through a quantitative analysis.

For this study, secondary school teachers throughout the Kuala Terengganu district represented the target group. Terengganu is known to have a higher rate of educational achievement, as compared to other states. In 2018, Terengganu was highly ranked on the Sijil Pelajaran Malaysia list, which is the Malaysian National Examination (Yatim, 2019). Undeniably, one of the key contributory factors for this high accomplishment is the teacher workforce, which plays a significant role in driving success.

The sample selection method for this research was done by selecting a cluster or group of people, rather than individual selection. This is usually known as random cluster sampling. A total number of 5 schools have been chosen in this study: SMK Padang Negara (67 teachers), SMK Manir (124 teachers), SMK Sultan Mansor (99 teachers), SMK Dato' Razali Ismail (83 teachers), and SMK Seri Nilam (84 teachers). For this research, the total number of participating teachers amounted to 328 respondents.

The researcher has adapted and adopted two instruments: The Malay version of the Schutte Self-Report Emotional Intelligence Test (SSEIT) that was translated by Hamid and Razak (2016) from the original version of SSEIT by Schutte et al. (1998), as well as the Malay version of the Ryff Psychological Well-Being Scale (1989) that was adapted and validated by Salina and Rahimi (2017).

Schutte Self-Report Emotional Intelligence Test (SSEIT)

The first instrument used in this study is Schutte Self-Report Emotional Intelligence Test (SSEIT) which is developed by Schutte (1998). This scale is developed based on the emotional intelligence model by Salovey and Mayer (1990). This instrument has four subscales which are Emotion Perception, Utilizing Emotions, Managing Self- Relevant Emotions and Managing Other's Emotion. In this study, a bilingual version of Malay and English language for SSEIT has been translated by Hamid and Kimin (2004) and a factor analysis had been done to find out the reliability of the scale in the Malaysian context by Hamid and Razak (2016). Three subscales from this instrument have good internal reliability which is higher from 0.70 which are Mood Regulation, Appraisal of emotion, Utilization of emotions. However, the author had suggested removing three negative items (originally item 5, 28, 33) from Social Skills subscales because it affected the total reliability

of these subscales (Hamid and Kimin, 2004). Besides, after validation, another three items are removed (originally items 7, 8, 16) because the structure of the sentences is confusing and not suitable in the local context. So, in this study, there are only 27 items are used to measure emotional intelligence.

For the scoring procedure, each item will be given scores ranging from 1 to 5 based on a 5-point Likert scale. Then, the total score is obtained by summing up all the total scores for each item. The minimum score for emotional intelligence is 27 while the maximum score is 135. A higher score shows that the person has higher emotional intelligence.

Ryff's Psychological Well-Being Scale (RPWB)

The second instrument used in this study is Ryff's Psychological Well-Being Scale (RPWBS) that has been developed by Ryff (1988). For this study, Malay version RPWBS that has been translated and validated by Salina and Rahimi (2017) had been used. This Malay version has 29-item with good internal reliability. However, in this study, one item has been divided into two items as suggested by the validator, which results in a total of 30 items. This Malay version instrument consists of 6 subscales which are Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-acceptance. These 6 subscales have a good value of Cronbach's Alpha which are 0.90, 0.89, 0.86, 0.93, 0.87 and 0.86 (Salina & Rahimi, 2017). This scale has a 5-point rating scale which is 1 is strongly disagree and 5 strongly agrees.

For the scoring procedure, each item will be given scores ranging from 1 to 5. Then, the total score is obtained by summing up all the total scores for each item. Besides that, to determine the level of psychological well-being of each participant, the mean scores are used. A higher mean value shows a higher level of well-being.

Pilot Study

Both instruments were combined as a questionnaire to be used in this study. Before starting the research process, consent has been given from the original author to utilise these instruments Before continuing to the pilot test, every instrument involved in this study has been validated. Previous work has been affected to ensure the language validation for the instruments, for which the researcher had to ask for written permission. In the meantime, two validators (one psychology expert and one education expert) have analysed the content and face validation.

A pilot study was carried out to determine the reliability of the constructs, as shown below. The reliability analysis is carried out to ensure the consistency of the instruments before they can be safely administered to the participants of the study. The Cronbach's Alpha or Alpha coefficient value is being used in the measuring process of an instrument's reliability. Table 1 below shows the Cronbach's Alpha for the variables and their subscales.

Cronbach's Alpha Coefficient

Table 1 Cronbach's Alpha of the Emotional Intelligence & Psychological Well-Being

Variable	Subscales	Cronbach's Alpha
Emotional Intelligence	Overall	.946
	Mood Regulations	.894
	Appraisal of Emotions	.818
	Utilization of Emotions	.801
	Social Skills	.751
Psychological Well-Being	Overall	.946
	Autonomy	.756

Environmental Mastery	.704
Personal Growth	.719
Positive Relations with Others	.742
Purpose in Life	.894
Self-Acceptance	.754

Data Collection Process

Data collection is a critical step in the study and is utilised to establish authenticity, credibility, and valid outcomes. Before the data collection process, the researcher had to request approval from the Universiti Putra Malaysia Ethics Committee for Human Subject Research (JKEUPM) to conduct this research. The researcher also had to obtain permission from the Ministry of Education Malaysia and Terengganu's Department of Education (Jabatan Pendidikan Negeri Terengganu) to conduct the study involving teachers from the public schools.

After ensuring that all the necessary approvals were duly obtained, the author performed a pilot study, and the reliability analysis was carried out to ensure the integrity and the consistency of the instrument used in the study. It has been shown from the pilot study that the Cronbach's alpha value of each variable, including the constructs, is higher than 0.7. The Cronbach's alpha has a minimum acceptable value of 0.7, and this demonstrates that every variable has high reliability and is suitable for use within the parameters of this study. The researcher was then able to proceed to the collection of the data required from the actual respondents for this study.

Regarding the secondary schools selected, all the teachers involved had been briefed about the summary, aim, and risk of this research before conducting the study. Any personal details provided by participants were classified as confidential and would not be disclosed to any third party, except for research purposes. Respondents were given complete freedom of choice, as to whether or not to take part in the study. Teachers who have declined to participate or who have not wished to be involved were then removed from the participant list. Afterwards, the respondents were given a consent form to be filled out and signed as a written declaration that they were willingly taking part in this research. The data collection process for this research was carried out from December 23, 2019, until January 30, 2020. The collected data has been analyzed using the IBM Social Science Statistical Package (SPSS) software version 25.

Results

In this study, a total of 328 respondents were involved and have participated. Two analyses had been done to answer the research questions. The analyses involved in this study are descriptive analysis and inferential analysis. Firstly, the descriptive statistics analysis is performed to determine the mean scores, frequencies, standard deviations, and percentage of each variable being investigated, as well as the level for each variable. Secondly, an inferential analysis is conducted to determine the relationship between these two variables, as well as the predictor for the dependent variable.

Demographic Profiles of the Respondents

The demographic data is collected to determine the categorical data related to the respondents that may be related to the variables. The demographic data of the respondents for this study can be summarised in Table 2 below.

Demographic Background

Table 2 Demographic profiles of the respondents

Data	Category	Frequency	Percentage (%)

Gender	Female	260	79.3
	Male	68	20.7
Marital Status	Married	295	89.9
	Single	24	7.3
	Others	9	2.7
Age Group	31 - 40 years old	84	25.6
	41 - 50 years old	160	48.8
	51 - 60 years old	84	25.6
Teaching Experience	0 - 5 years	1	0.3
	6 - 10 years	28	8.5
	11 – 15 years	49	14.9
	16 - 20 years	98	29.9
	21 years above	152	46.3

Table 2 above shows that 260 female teachers and 68 male teachers have participated in this study. Most of them (89.9%) are married, 7.3% are still single, and the rest of the cohort, 2.7%, is neither married nor single. The majority of the respondents are in the age group category of 41 to 50 years old (48.8%), while 25.6% of them are from the age group 31 to 40 years old. The remaining participants, averaging 25.6%, belong to the 51 to 60 years old age group. Alongside age parameters, the respondents have also been questioned about their teaching experiences. Most of them are experienced teachers with 21 years of teaching experience (46.3%), followed by 16 to 20 years of experience (29.9%), 11 to 15 years of experience (14.9%), and 6 to 10 years of experience (8.5%). Only 0.3% have 0 to 5 years of recorded experience.

The Level of Emotional Intelligence and Psychological Well-Being among Teachers

To determine the level of emotional intelligence and psychological well-being, these two variables have scores ranging from 1 to 5. The means scores for each level are divided in Table 3 below.

EI Levels

Table 3 Mean scores for each level

Mean Range	Score Level
1.00 - 2.33	Low
2.34 - 3.66	Medium
3.67 - 5.00	High

The mean scores, standard deviation, frequency and percentage of emotional intelligence and its sub-scales are shown in Table 4 below, from the descriptive statistics analysis.

EI Mean Scores

Table 4 Distribution of mean scores and level for emotional intelligence

Variable/ Subscale	Mean Score	Standard Deviation	Frequency	Percentage (%)
Overall Emotional Intelligence				
Low	4.00	.438	2	0.6
Moderate			65	19.8
High			261	79.6

Mood Regulations				
Low	4.14	.452	1	0.3
Moderate			40	12.2
High			287	87.5
Appraisal of Emotions				
Low	3.83	.484	2	0.6
Moderate			114	34.8
High			212	64.6
Utilisation of Emotions				
Low	4.06	.535	3	0.9
Moderate			73	22.3
High			252	76.8
Social Skills				
Low	3.86	.550	3	0.9
Moderate			168	51.2
High			157	47.9

Based on the data from Table 4, the findings show that overall, most of the respondents in this study have a high level of emotional intelligence (N=261, 79.6%). In comparison, 19.8% of the respondents have a moderate level of emotional intelligence (N=65), and 0.6% of them have a low level of emotional intelligence (N=2). Meanwhile, for the sub-scales, the mean scores demonstrate that most of the respondents have a high level of mood regulations (N=287, 87.5%), high level of appraisal of emotions (N=212, 64.6%), high level of utilisation of emotions (N=252, 76.8%) and a moderate level of social skills (N=168, 51.2%). This shows that teachers at secondary schools in Kuala Terengganu possess an overall high level of emotional intelligence (N=271, 82.6%). Meanwhile, the distribution of mean scores and levels for psychological well-being are shown in Table 5 below.

Psychological well-being mean scores

Table 5 Distribution of mean scores and level for psychological well-being

Variable/ Subscale	**Mean Score**	**Standard Deviation**	**Frequency**	**Percentage (%)**
Overall Psychological Well-Being				
Low	4.00	.416	1	0.3
Moderate			56	17.1
High			271	82.6
Autonomy				
Low	3.82	.511	1	0.3
Moderate			132	40.2
High			195	59.5
Environmental Mastery				
Low	4.18	.489	0	0
Moderate			37	11.3
High			291	88.7
Personal Growth				
Low	4.11	.479	1	0.3
Moderate			74	22.6

High			253	77.1
Positive Relations with Others				
Low	3.81	.446	1	0.3
Moderate			107	32.6
High			220	67.1
Purpose in Life				
Low	4.20	.517	1	0.3
Moderate			47	14.3
High			280	85.4
Self-Acceptance				
Low	4.05	.514	3	0.9
Moderate			46	14.0
High			279	85.1

The findings from Table 5 indicate that the vast majority of respondents have a high psychological well-being index. In comparison, 17.1% of the respondents have a moderate level of psychological well-being (N=56), and 0.3% have a low level of psychological well-being (N=1). Meanwhile, for the sub-scales, the mean scores show that most of the respondents have a high level of autonomy (N=195, 59.5%), a high level of environmental mastery (N=291, 88.7%), a high level of personal growth (N=253, 77.1%), a high level of positive relations with others (N=220, 67.1%), a high level of purpose in life (N=280, 85.4%), as well as a high level of self-acceptance (N=279, 85.1%). In conclusion, this study demonstrates that secondary school teachers at Kuala Terengganu have high levels of psychological well-being.

The Relationship of Emotional Intelligence and Psychological Well-Being

The inferential analysis is performed to determine the correlation between the variables and the predictor variable for psychological well-being. Correlation analysis is done to determine the possible relationship between variables. Meanwhile, multiple linear regression analysis is performed to explore and determine which variables influenced the other variables, also called predictors. The results of these analyses will be discussed further below. Before performing the bivariate correlation analysis to determine the relationship of the variables, a normality test is conducted prior. If the data for the variables are normally distributed, then the Pearson Correlation analysis will be conducted. If not, the Spearman Rho analysis will be conducted instead. According to Cohen & Syme (1985), a correlation coefficient value situated between .10 to .29 implies a small relationship, and a value between .30 to .49 implies a medium relationship. On the other hand, the value between .50 and 1.0 points suggests a strong relationship.

As the data for emotional intelligence as well as psychological well-being has a normal distribution, a Pearson Correlation analysis is performed to determine the relationship between these variables. The results of the research are shown in Table 6 below.

Pearson Correlation Coefficient

Table 6 Pearson correlation coefficient between emotional intelligence and psychological well-being

Variables/ Subscales	Overall Emotional Intelligence	Mood Regulations	Appraisal of Emotions	Utilization of Emotions	Social Skills
Overall Psychological Well-Being	.791**	.755**	.703**	.698**	.624**
Autonomy	.660**	.631**	.605**	.568**	.492**
Environmental Mastery	.742**	.728**	.618**	.683**	.576**
Personal Growth	.632**	.631**	.543**	.569**	.434**
Positive Relations with Others	.644**	.572**	.635**	.513**	.576**
Purpose In Life	.708**	.702**	.581**	.650**	.550**
Self-Acceptance	.650**	.631**	.568**	.610**	.496**

Note. Correlation is significant at the 0.01 level (2-tailed).**

Based on Table 6, there was a significant positive correlation between the emotional intelligence and psychological well-being of secondary school teachers at Kuala Terengganu (r= .791**, p = .0001). According to Cohen, this coefficient value constitutes a strong relationship. Hence, this study presents a significant positive correlation, with a strong relationship between emotional intelligence and psychological well-being.

Meanwhile, as looking on each sub-scale, there is also a significantly strong relationship between overall psychological well-being and other sub-scales of emotional intelligence. The sub-scales of emotional intelligence with significant correlational relationship with psychological well-being are Mood Regulations (r= .755**, p < .01), Appraisal of Emotions (r= .703**, p < .01), Utilisation of Emotions (r= .698**, p < .01) as well as Social Skills (r= .624, p < .01). Besides that, all of the psychological well-being sub-scales shows a strong, significant relationship with emotional intelligence The respective sub-scales are autonomy (r= .660**, p < .01), environmental mastery (r= .742**, p < .01), personal growth (r= .632**, p < .01), positive relations with others (r= .644**, p < .01), purpose in life (r= .708**, p < .01) and self-acceptance (r= .650**, p < .01). In conclusion, the results show that there are both positive and significantly strong relationship between emotional intelligence and psychological well-being.

The Predictors for Psychological Well-Being

Besides correlational analysis, multiple linear regression analysis has also been conducted to find out which variables influence psychological well-being. The stepwise regression is used in instances where the non-predictors factors will be removed from the results. The results are shown in Table 7 below.

Beta Value

Table 7 Beta value for psychological well-being

Model	Unstandardised Coefficient, B	Std. Error	Standardised Coefficient, β	t	p-value
Constant	.899	.131	-	6.844	.000
Mood Regulations	.258	.064	.281	4.064	.000
Appraisal of Emotions	.184	.048	.214	3.826	.000
Utilization of Emotions	.175	.043	.225	4.088	.000
Social Skills	.074	.037	.098	1.983	.048

Note. R = 0.802; R^2 = 0.643; Adj. R^2= 0.638, F(5,322) = 116.083 , p <0.0001

Based on the results above, the best predictors for psychological well-being are Mood Regulations (β = .281, t = 4.064, p < .000), Appraisal of Emotions (β = .214, t = 3.826, p < .000), Utilisation of Emotions (β = .225, t = 4.088, p < .000) and Social Skills (β =.098, t = 1.983, p < .048). Therefore, all four of the sub-scales for emotional intelligence, that is, Mood Regulations, Appraisal of Emotions, Utilisation of Emotions and Social Skills, are significant predictors towards psychological well-being of secondary school teachers at Kuala Terengganu.

This regression model is significant as R^2 = 0.643, p <0.0001, F (5,322) = 116.083. Based on the regression coefficient, the largest standardised coefficient (β) for this model is Mood Regulations (β = .281). This means that the Mood Regulations sub-scale has the strongest significance in explaining the dependent variable: the psychological well-being among secondary school teachers in Kuala Terengganu. Meanwhile, the standardised coefficient (β) for Utilisation of Emotions is β = .225 and is the second-highest predictor for psychological well-being. At the same time, Appraisal of Emotions represents the third-highest predictor, with a standardised coefficient of β = .214.

Based on the collinearity statistics shown in Table 8, no predictor factor was found to have a tolerance value smaller than 0.19, as proposed by Hair et al. (1995) to assess appropriate multicollinearity thresholds. Therefore, this data does not have a multicollinearity issue between predictor variables in the bivariate linear regression model. In short, multicollinearity analysis has been shown to pose no threat to the validity of the findings.

Collinearity value

Table 8 Collinearity value for the variables

Model	Collinearity	
	Tolerance	VIF
Mood Regulations	.231	4.322
Appraisal of Emotions	.355	2.814
Utilization of Emotions	.367	2.726
Social	.453	2.208

Discussion

In light of the results, out of four sub-scales for emotional intelligence, three of them (mood regulations, appraisal of emotions, and utilisation of emotions) are at a high level. Only one sub-scale, namely Social Skills, is at a moderate level. So, from these results, teachers at Kuala Terengganu show that they can manage emotions smoothly and effectively, both during high and low times. Moreover, the teachers' overall psychological well-being also sits at a high level. For all of the six sub-scales of psychological well-being, all of the sub-scales for this variable have been reported at a high level. This shows that secondary school teachers can balance out their psychological well-being which also may influence overall happiness level.

Based on the findings, the answer to the research questions is that the level for both variables, that is emotional intelligence and psychological well-being of secondary school teachers at Kuala Terengganu, is at a high level. These results are aligned with a previous study by Abdullah (2017) which reported a high level of emotional intelligence among teachers. These results could have been influenced by the location of this study, which has been conducted in an urban area. Teachers in urban areas tend to have higher psychological well-

being and emotional intelligence than those living in rural areas (Colomeischi, 2015).

Then, there are a few significant findings from inferential analysis; a method used to make a reasonable conclusion about a specific population. As for the relationship between emotional intelligence and psychological well-being, the findings show a strong and significant positive relationship between these two variables. The correlations among sub-scales also demonstrate high correlations among them. This result is quite similar to a previous study by Shaheen and Shaheen (2016) which shows a significant positive relationship between emotional intelligence and psychological well-being. Meanwhile, another research has suggested that an emotionally intelligent person has a high level of psychological well-being, and maintains positive mental states despite facing various situations (Carmeli et al., 2009). However, there is limited research that has been carried out previously to find out the relationship of the sub-scales of both emotional intelligence and psychological well-being among teachers. So, these findings maybe give some insights towards further exploration of the subscales of each variable.

Furthermore, there are four significant predictors for psychological well-being that have been identified, which are all the sub-scales of emotional intelligence. From the regression analysis, the best predictors for psychological well-being are Mood Regulations ($\beta = .281$, $t = 4.064$, $p < .000$), Appraisal of Emotions ($\beta = .214$, $t = 3.826$, $p < .000$), Utilisation of Emotions ($\beta = .225$, $t = 4.088$, $p < .000$) and Social Skills ($\beta = .098$, $t = 1.983$, $p < .048$). Hence, from this study, emotional intelligence is found to be the significant predictor influencing the psychological well-being of secondary school teachers. This finding is supported by Colomeischi (2015) who suggests that higher emotional intelligence and high expectations of success make a significant contribution to the high level of well-being. Meanwhile, mood regulation is the main domain that predicts teachers' well-being. On the other hand, Branscum et al. (2016) reported that mood regulation is the best to predict job performance. This is quite similar to the results of this study which shows that it is important to manage a person's mood properly to improve teachers' job performance.

As being suggested by Ryff (1989) and Ruggeri et. al. (2020), the psychological well-being of a person is defined as a person being happy, content or satisfied with their life or situation. As being explored and discussed over the years, many researchers have investigated the importance of happiness and life satisfaction towards many aspects of human life such as physical and emotional health, prolonging ageing and preserving good mental health as well. As teachers are being exposed to consistently changing education trends as well as challenges over the years of teaching, there is a high risk for teachers to have burnout, depression or bring frustrated with work and life. However, through this study, it is found that the emotional intelligence of a teacher has an influence towards ensuring them to still be happy and content or even satisfied with their life even with a challenging work nature. As being highlighted in the findings, by carefully controlling and regulating mood and emotions, as well as utilizing it wisely, a teacher would be able to lead a happy working life.

Suggestion for Future Research

Several recommendations are being suggested by the researcher to improve future research. In this specific study, only a quantitative methodology has been used to collect the data. A mixed-method of quantitative and qualitative research could be implemented in the future to obtain a more in-depth understanding of the phenomenon. Through qualitative research, additional constructs and issues regarding psychological well-being can be further explored.

Moreover, this study only focuses on one district, which is Kuala Terengganu. Therefore, its findings cannot be generalised and extended to all communities at Terengganu

or other states. A more large-scale study for other states or even nationwide should be conducted to study this phenomenon at the national level.

Conclusion

From this study, the researcher concluded that the level of emotional intelligence and psychological well-being among secondary school teachers at Kuala Terengganu is high. So, in general, teachers at secondary schools in Kuala Terengganu districts are relatively happy with their personal life as well as work lives. There is also a highly significant relationship between emotional intelligence and psychological well-being among teachers. This shows that teachers can achieve work-life balance as they are most emotionally intelligent. On the other hand, Mood Regulation has been identified as the best predictor for Psychological Well-being. This shows that if they carefully manage their daily mood while performing their job, teachers can achieve work-life balance and be happy in life.

Several implications can thus be drawn for the education field, and successful teaching practices have been identified. Firstly, as theoretical implications of this study towards the body of knowledge, it is found that emotional intelligence is one of the influencing factors for psychological well-being. More specifically, Mood Regulations have a high impact on teacher well-being or happiness. So, for a teacher to successfully cope with any psychological problems caused by workplace conflict or personal issues, they have to develop a high emotional intelligence, especially by wisely managing their mood. Besides emphasising teaching lessons, it is also crucial for a teacher to learn how to manage his or her own emotions in times of conflict, in order to efficiently cope with any form of outward pressure and avoid burnout or depression in life.

On the other hand, school management should focus on improving teachers' emotional intelligence in order to enhance psychological well-being and therefore optimal performance. Counsellors should occasionally monitor teachers' emotional management and their social life to help them maintain an overall state of optimum well-being. Hence, it remains crucial to understand teachers' sources of well-being in Malaysia, as the education industry directly impacts and predicts future overall economic progress.

Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. The first author had conducted the literature review, sampling procedure, collecting the data and data analysis. Meanwhile, the second author had contributed to the background of the research, problem statement and consulting the first author in discussing the results. The first author then came out with the conclusion and recommendation for future research. The third author rechecked the content and data analysis of the article.

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